DOCUMENT RESUME

ED 363 689 CE 064 213

AUTHOR Littlefield, John F.
TITLE Characteristics of the Ohio Inmate Intake Population and the Implications for Correctional Education Programming.
PUB DATE Sep 89
NOTE 36p.; Paper presented at the International Conference on Prison Education (2nd, Milton Keynes, England, United Kingdom, September 1989).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; *Correctional Education; Demography; Educational Attainment; *Educational Needs; *Enrollment; *Individual Characteristics; *Prisoners; State Surveys; Student Characteristics
IDENTIFIERS *Ohio

ABSTRACT

A study examined the characteristics of a sample of 1,722 inmates (166 females and 1,556 males) received by the Ohio Department of Rehabilitation and Correction in September and October 1985. The sample (approximately 18.9% of all inmates received by the department in 1985) was characterized with respect to the following: race, age, educational level, estimated time to serve, and tested educational level. At the time of their arrest, approximately 32.5% of the inmates were unemployed and over 88% were under 40 (nearly half the females and 62.6% of the males were under age 29). Over 80% of the females and 66.8% of the males had estimated release times of 2 years or less. Over 42% of the females and 60% of the males had not completed high school. Among the study recommendations were the following: emphasis on academic and vocational programs to prepare inmates for the correctional institution-to-community transition; continuation of mandatory adult basic education programs for inmates testing below the 6th grade level; and continuation (and possibly expansion to include computer-assisted instruction) of high school equivalency programs. (Correctional education enrollment data and program grant information are appended.) (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 363 689

CHARACTERISTICS OF THE OHIO INMATE INTAKE POPULATION AND THE IMPLICATIONS FOR CORRECTIONAL EDUCATION PROGRAMMING

A PAPER PRESENTED AT THE SECOND
INTERNATIONAL CONFERENCE ON
PRISON EDUCATION, 1989
THE OPEN UNIVERSITY
MILTON KEYNES, UK.

BY

JOHN F. LITTLEFIELD, Ph.D., CHIEF

DIVISION OF MANAGEMENT INFORMATION SYSTEMS
OHIO DEPARTMENT OF REHABILITATION AND CORRECTION
COLUMBUS, OHIO, USA.

SEPTEMBER, 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. L. Littlefield

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CE 064 213

ABSTRACT

CHARACTERISTICS OF THE OHIO INMATE INTAKE POPULATION AND THE IMPLICATIONS FOR CORRECTIONAL EDUCATION PROGRAMMING

The paper looks at a sample of 1722 inmates received by the Ohio Department of Rehabilitation and Correction in September and October of 1985. The sample consisted of 166 females and 1556 males sent by the courts to begin serving various terms of incarceration within the state prison system. The author presents preliminary data on the characteristics of this sample. Included in the presentation are the race, age, claimed educational level, estimated time to serve, and tested educational level which are described in the analysis. Based on the description of the characteristics of this group, the author makes a number of recommendations for the Ohio Central School District, the education authority of the Ohio Department of Rehabilitation and Correction. The author concludes that the primary goal of the education programs is to provide opportunities for the inmates to increase their preparedness academically and vocationally for the transition from the institution to the community.

CHARACTERISTICS OF THE OHIO INMATE INTAKE POPULATION AND THE IMPLICATIONS FOR CORRECTIONAL EDUCATION PROGRAMMING

INTRODUCTION

The prison systems in the United States consist of both state and federal jurisdictions. In recent U.S. history, the level of the prison population has reached epidemic proportions. A recent publication by the Bureau of Justice Statistics of the U.S. Department of Justice reported that the number of persons under correctional supervision, in 1986, exceeded 3.2 million or approximately 1.8% of the U.S. adult population. Of this number, 272,736 were confined in jails and another 545,133 were in state or federal prisons (U.S. Department of Justice, 1989). The general characteristics of the incarcerated population include significant alcohol and substance abuse, above-average unemployment and under-employment, as well as a general lack of basic educational skills such as functional literacy and computational skills. Therefore, developing educational programs for this population provides an enormous task for the correctional education profession.

The State of Ohio has experienced similar difficulties, although on a smaller scale. Ohio can generally be considered representative of the larger United States. Ohio has both rural and urban populations as well as a mix of both industrial and agricultural enterprises. The Ohio Department

of Rehabilitation and Correction (DR&C), paralleling the nation's experience, has experienced a tremendous growth in the incarcerated population in the last decade. In 1979, the total inmate population was 13,360. By the beginning of 1989, the inmate population had increased to 25,857 and the Department was experiencing record numbers of new commitments being received at the three reception centers as reflected by the latest intake count. Similarly, in almost every other state prison system and the Federal Bureau of Prisons, the adult incarcerated population has soared in the past decade. The total U.S. prison population in 1976 was 314,457 as compared to the 1986 census of prison population which totaled 545,133 (U.S. Dept. of Justice 1986, 1989). The combination of the increase in the years of average prison sentences and the increase in the rate of incarceration have exacerbated the problem of overcrowding in our nation's prisons.

The questions most frequently asked of this population in terms of educational need revolve around the areas of educational and employment skills. The general consensus has been that the majority of the incarcerated population have not received a high school diploma or equivalency and that a significant proportion are functionally illiterate. In addition, this population suffers from extensive unemployment and under-employment compared to the general population. The purpose of this paper, then, is to analyze the characteristics of the Ohio inmate intake population in an attempt to draw conclusions and implications for the planning of appropriate correctional education programs. Most literature

on adult correctional education include estimates of educational and achievement levels of this special population. In a national survey of correctional education programs in 1979, Raymond Bell and his colleagues estimated that over 50% of the inmate population is illiterate and that over 90% lacked a high school diploma. These figures were based on previous estimates of the educational achievement of the incarcerated learner (Bell, et al., 1979). One of the objectives of this paper is to provide specific data regarding these characteristics as well as other information germaine to the problems of program development in the Ohio adult correctional education system.

The Ohio Central School District was established as part of the DR&C in 1974. A special school district charter was granted by the Ohio Department of Education. Each of the institutions served as branch campuses of the school district. Currently, the Department of Rehabilitation and Correction operates 21 correctional facilities. In response to the expansion of the number of facilities, as well as to the number of inmates within the system, the DR&C Bureau of Education and Training has developed into regions which administer the educational programs within the prisons. Over 4500 students are enrolled in academic programs and 850 enrolled in vocational programs in the 21 prison facilities (See Appendix A). Current student enrollment represents about 20% of the total Ohio inmate population.

The Ohio Central School District has also increased the level of funding for the operation of the academic, vocational, pre-release, and library programs. A greater number of teachers and related staff have been employed to provide educational services. In addition, increased funding has been received through the Ohio State Department of Education to assist in the development and provision of educational services (See Appendix B).

OBJECTIVES

In the analysis, the following objectives will be addressed:

- To provide demographic characteristics of both the male and female inmates at the initial reception in the Ohio prison system.
- To provide general information concerning the type of felony, and other criminological information of this population.
- To present the available educational information on this population.
- Make recommendations concerning the design of correctional education programs for future Ohio Central School District programs.

PROCEDURES

The data for this report were gathered on all individuals who entered the Ohio adult prison system in September and October of 1985. This includes all new admissions that were received from the 88 counties in Ohio, all parole supervision violators and shock probation violators who were returned for not conforming to their respective parole and probation guidelines, and those convicted of new felony offenses while under parole supervision. A total of 1,722 individuals were received in the three DR&C reception centers. The intake of

prisoners consisted of 166 females and 1,556 males. Information was collected on these individuals and placed in their respective inmate master files. The inmate master files will be transferred with the inmate during his/her incarceration. The data for this analysis was collected at both the reception centers during the intake process, and at the institutions. This aspect of the study is the first phase of a longitudinal study of this group of individuals. Currently, data are being collected on the institutional aspects of the group's behavior; and the final phase of the study will collect data on the group's post release behavior.

FINDINGS

In 1985, the Ohio Department of Rehabilitation and Correction received approximately 9,100 inmates into the three reception centers. Currently, the average number received on an annual basis exceeds 11,000. Therefore, the number of inmates included in this sample is approximately 18.9% of the total number received for the year 1985.

As mentioned above, a total of 1,722 individuals were included in the study. One hundred sixty-six females were received in the months of September and October of 1985; and one thousand five hundred fifty-six males were received. The reception sample of 1977, with 9.6% females and 90.4% males approximated the annual percentage of females and males received by DR&C in 1985. Racially, the male intake consisted of nearly 40% black, less than 2% Hispanic, and the balance of 58% white.

The females, however, were over 55% black, less than 1% Hispanic, and 43.4% white.

Table 1. Racial Breakdown of 1985 Intake Sample

Race	% of Females	N	% of Males	N
Black	55.42	92	39.72	618
White	43.37	72	58.48	910
Hispanic	.60	1	1.74	27
Native American	.60	1	.06	1
Totals	100.00	166	100.00	1556

Data were also gathered on the employment status at the time of arrest for the offense. Over 32.5% were unemployed at the time of arrest, while only 21.78% reported being employed full-time at the time of the offense. The data concerning the employment status of the offenders (as well as a number of other variables) were self-reported. This information was not verified either during the data gathering process, nor after the reception process was complete. Although the information is assumed to be reliable, it has not been verified. The self-reported data includes: Employment Status, Marital Status, and Claimed Educational Level which will be presented below.

Table 2. Employment Status of 1985 Intake Sample

Employment Status	% of Females	N	% of Males	N
Employed Full Time	13.26	23	22.69	353
Employed Part Time	3.01	5	1.87	29
Unemployed	47.59	79	30.91	481
Disabled	0.00	0	.96	15
Student	0.00	0	.90	14
Housewife	.60	1	0.00	0
No Response	34.94	58	42.67	664
Totals	100.00	166	100.00	1556

The marital status of the inmates was also recorded during the initial intake process. For both males and females, approximately 50% reported being single, while only 16% of the females reported being married or in common law relationships. The males, however, reported that 38% were either married or in common law relationships.

Table 3. Marital Status of 1985 Intake Sample

Marital Status	% of Females	N	% of Males	N
Single	50.0	83	50.2	781
Married	13.9	23	23.7	368
Divorced	15.7	26	8.2	127
Widowed	4.2	7	.2	4
Separated	6.6	11	3.1	48
Common Law	2.4	4	14.3	223
No Response	7.2	12	.3	5
Totals	100.0	166	100.0	1556

The age at the time of arrest is interesting to note for each of the sub-samples of the population. Nearly half of the

females were 29 years or under at the time of the arrest and for the males 62.6% were 29 years or under at the time of arrest. Over 88% of this sample were under the age of 40.

Table 4. Age at the Time of Arrest - 1985 Intake Sample

Age at the Time of Arrest	% of Females	N	% of Males	N
Under 20	5.4	9	9.3	145
20 - 24 years	19.3	32	28.6	445
25 - 29 years	23.5	39	24.7	384
30 - 34 years	24.7	41	17.2	268
35 - 39 years	16.9	28	8.6	134
40 - 44 years	8.4	14	5.7	89
45 years & older	1.8	3	5.9	91
Totals	100.0	166	100.0	1556

Another area of concern for the correctional education administrator is whether or not the inmate has a history of drug and/or alcohol abuse, or a history of mental illness. Table 5. summarizes the information collected during the reception process as well as information gathered from Pre-Sentence Investigations (PSI).

Table 5. Presence of the History of Alcohol Abuse, Drug Abuse, or Mental Illness in the 1985 Intake Sample

	Yes		No		Missing	
	%	N	%	N	%	N
Females (N=166)						
Alcohol Abuse	22.3	37	47.0	78	30.7	51
Drug Abuse	44.0	73	26.5	44	29.5	49
Mental Illness	20.5	34	48.2	80	31.3	52
Males (N=1556)						
Alcohol Abuse	42.4	660	57.4	893	.2	3
Drug Abuse	38.9	605	60.9	948	.2	3
Mental Illness	13.7	213	85.7	1334	.6	9

As part of the initial reception process, inmates are classified into security levels. The R&C currently uses four security classification levels: maximum, close, medium, and minimum security. The classifications are based on the severity of the crime, years to be served, whether violence has been part of the current crime, evidence of escapes or escape attempts, and previous criminal history. Initial security designations will assist reception coordinators in determining which institutions inmates should be sent to. The data, as presented in Table 6, show that a majority of the females and over 33% of the males are initially classified as minimum security. In addition, over 85% of the females and 77% of the males are classified as medium security or less.

Table 6. Initial Security Classification - 1985 Intake Sample

Initial Security Classification	% of Females	N	% of Males	N
Maximum Security	0.0	0	0.4	7
Close Security	0.6	1	15.0	233
Medium Security	24.7	41	43.2	672
Minimum Security	63.3	105	34.1	530
Missing Data	11.4	19	7.3	114
Totals	100.0	166	100.0	1556

The data collection process also included a recording of the estimated length of incarceration for individual inmates. Calculations were based on the date of admission into the prison system and the date of the inmates' first parole hearing or the end of the definite sentence release date. The difference between the two were calculated and recorded. Ohio has both determinate and indeterminate sentencing. The type of sentences are dependent upon the severity of the crime and the level of the felony. Generally, the lower levels of felonies are determinate sentences; as the felony level increases, a greater proportion of the sentences are indeterminate. The significance of the data on the estimated time of release is that the inmate will be aware of his/her first parole or release date. Inmate decisions regarding whether or not to participate in correctional education programs may be influenced by their perception regarding the length of time of their incarceration. It is believed that the inmate would then consciously or unconsciously determine if he/she would have "enough time" to get involved in academic or vocational programs within the institution. The estimated

time of release may also influence educational counselors regarding the placement of the inmates into academic and vocational programs.

As summarized in Table 7, the majority of the sample have an estimated time of release of 2 years or less. A significant percentage of the inmates are estimated to spend less than a year in the prison system. It should also be noted that 12% of the sample group had estimated release dates of 5 years or more. This group may tend to increase proportionately in the population as the "short timers" matriculate through the prison system and return to the community.

Table 7. Estimated Time of Release for the 1985 Intake Sample

Estimated Release Time	% Females	N	% Males	N
1 year or less	53.6	89	44.9	761
1.1 - 2 years	26.5	44	21.9	341
2.1 - 3 years	6.6	11	10.4	162
3.1 - 4 years	7.3	12	7.8	121
4.1 - 5 years	3.0	5	3.0	48
5.1 yrs or more	3.0	5	12.0	186
Totals	100.0	166	100.0	1556

Another area of self-reported data involves the claimed educational level. Inmates are requested to give the last grade level of school attended and to state whether or not they have earned a high school diploma or a high school equivalency certificate (GED). Over 42% of the females and 60% of the males in the sample reported they did not complete high school. The claimed educational level is

summarized in Table 8.

Table 8. Claimed Educational Level - 1985 Intake Sample

Claimed Educational Level	% of Females	N	% of Males	N
6th Grade or Less	1.2	2	2.0	31
7th to 12th Grade	41.0	68	57.3	891
High School/GED	15.1	25	29.6	461
Beyond High School	9.6	16	10.3	160
Missing Data	33.1	55	.8	13
Totals	100.0	166	100.0	1556

During the reception process the inmates are administered the Test of Adult Basic Education to determine the approximate level of educational achievement. The Test of Adult Basic Education measures achievement in the areas of reading, grammar, spelling, and math. The composite grade level scores of the Test of Adult Basic Education were used in the following table. The test results of the female sample of the 1985 Intake Study were not available or were not recorded at the time of the initial data collection and, therefore, only male data are reported in Table 9.

Table 9. Tested Educational Level of the 1985 Intake Sample

Tested Grade Level	% of Males	N of Males
0.0 - 2.0	5.7	88
2.1 - 4.0	8.8	138
4.1 - 6.0	15.8	246
6.1 - 8.0	24.3	377
8.1 - 10.0	23.9	372
10.1 or above	13.4	209
Missing Data	8.1	126
Totals	100.0	1556

SUMMARY

From the above data, the general characteristics of the male and female offenders upon entry to the correctional system are similar to a certain degree. Offenders are disproportionately black. Over 41.2% of the offender population is black versus 9.97% of the overall Ohio population (U.S. Census 1980). A significant number of offenders were unemployed at the time of arrest. Over 32.5% reported that they were unemployed at the time of arrest, and only 21.8% of the offender population reported being employed full-time at the time of arrest. The majority of the intake sample is under the age of 30 and nearly 90% of this population is under the age of 40. A significant portion of the offender population at initial reception has acknowledged the influence of alcohol and drug abuse, as well as a high proportion of this group have experienced some mental illness. Another interesting aspect of this analysis is that the over three-quarters of this population is classified as medium and minimum security, and the vast majority are expected to serve less that 2 years of prison time.

Over time there will probably be a gradual concentration of long-term offenders in the close and maximum security institutions. As the short term offenders are received and processed through the system, the rate of turnover in the medium and minimum security institutions will increase. Meanwhile, the higher security institutions will probably

stagnate relative to the turnover rate in the lower security institutions because of the concentration of long term offenders in the higher security institutions.

CONCLUSION

The challenge, then, is to determine the best educational programs appropriate to the population and the resources available. Currently, the DR&C offers a variety of programs including Adult Basic Education, High School Equivalency Preparation (GED), vocational, and pre-release programs. In addition, post-secondary institutions offer both academic and technical programs at the Associate and Bachelor's degree level. The Adult Basic Education Programs concentrate on basic literacy and computational skills. Adult Basic Education (ABE) is mandatory for those inmates which test below the 6th grade level on the Test of Adult Basic Education. Inmates are required to participate in the ABE program for at least 90 days or 1 quarter. Attendance beyond the initial 90 days is voluntary. GED classes prepare students for Test of General Educational Development; when the GED is passed, the student is awarded a high school equivalency certificate. This certificate is widely recognized in lieu of a high school diploma for both employment and college entrance requirements.

One of the advantages of the Adult Basic Education program is that students are able to enter the program on a "open entry, open exit" basis. This allows for the students to come into the program throughout the time of incarceration. When

transfers to other institutions occur; inmates are able to continue their education without a tremendous disruption.

The vocational education programs on the other hand are based on the high school standards developed for the public school systems in the State of Ohio. Generally, these programs require 720 hours of both classroom instruction and lab participation. Within the prison system, this takes approximately 6 to 8 months to acquire. With the rapid turnover of a significant number of inmates in the system, the opportunity to participate in the vocational education programs is effectively denied to a large proportion of the population. With the time required for initial processing, adaptation to the "home" institution and the future of possible transfer to another institution, the chance for enough time to complete a vocational program is greatly diminished.

The same holds true for post-secondary educational opportunities. The initial quarter/semester of education may be a possibility, but the chance to complete an associates' degree is prohibitive, unless the inmate is doing a significant amount of time. The colleges and universities which offer post-secondary educational programs in the prisons are locked into their respective quarter and semester calendars. The academic terms for the prisons replicate the calendars of the sponsoring post-secondary institution. Administratively, it is justifiable to operate in this manner; but, given the situation of the incarcerated student it may

not be the optimum method to provide post-secondary educational opportunities.

RECOMMENDATIONS

The following recommendations are based on an analysis of the intake population sample of the months of September and October of 1985. The 1722 inmates selected are considered to be representative of the general population of inmates received by the DR&C. These recommendations are made in the hope that the educational programs will become more attuned to the characteristic needs of the inmates received in Ohio.

Adult Basic Education

- o Continue to provide mandatory education programs for those inmates testing below the 6th grade level. The mission of the education department should be to deliver literacy programs to those who are most lacking in basic skills. The ABE programs should also continue the "open entry, open exit" method of enrollment and continuing efforts should be made to assist students in their transition from one institution to another within the system.

GED

- o The preparation for the GED should be continued and most likely be enhanced with the future acquisition of computer assisted instructional programs. In fact, the CAI program will improve the delivery mechanism of both the Adult Basic Education as well as the preparation for the high school equivalency tests.

Vocational Education

- The opportunity for vocational training is limited due to the structure and time requirements of these programs. The Department should endeavor to work with the State Department of Education to restructure the program requirements into shorter time segments. One program that has received some success has been used in the Kentucky, Michigan, and New Mexico prison systems (Norton, Kiplinger, and Littlefield, 1986). The specific vocational course remains basically intact. The training is divided into specific skill areas or modules. Specific skill areas can then be mastered by the student in about a month to 6 weeks. Once the student completes the first training module, then he/she is eligible for a certificate for that module. If the student is able to continue the training, then he/she may enroll in the next module. The student continues to gain skills in each module that he/she has time to complete. Once the student completes all of the basic training modules then a certificate outlining all the modules of the total vocational program is granted. If the student is unable to complete all of the modules, at least he/she has documentation of training in one or several modules. For example, in an automotive mechanics program, the modules may consist of subtopics: Engine Tune-ups, Brakes, Transmissions, Carburetors, Automotive Electronics, etc. Each of these modules would be broken down into four to six week segments and each could be

mastered in a relatively short time period. This would allow a greater number of inmates to have the opportunity to gain some much needed vocational skills prior to returning to the community.

Post-Secondary Education

- The efficient transfer of information and documents among the participating post-secondary institutions is essential. The DR&C has made strides to assist in this process by convening the Ohio Penal Education Consortium (OPEC). The members of this group consist of representatives from each of the post-secondary schools offering college-level programs in Ohio prisons. In addition, these representatives of the DR&C are also voting members of OPEC. The primary objective of the consortium is to increase the communication among the member colleges and the Department, and to attempt to solve mutual problems. One consistent problem is the transfer of academic credit as well as tuition grant information. Each educational institution processes information differently and attempts at cooperation have not yet developed into an efficient system of information transfer.

Other Recommendations

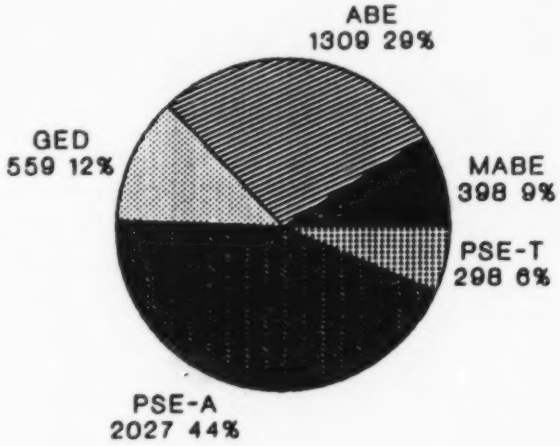
The Department of Rehabilitation and Correction should continue to support both the substance abuse program and the pre-release programs. With the significant percentage of offenders who have substance abuse problems, the need for

these programs is evident and should be continued as a high priority of the Social Services section of the Department. The development and enhancement of the Pre-Release programs should continue. This program provides an inmate with the opportunity to improve his employment and transition skills prior to release to community. The Pre-Release Program concentrates on job readiness, job seeking, and job retention skills. Given the high unemployment of the intake population, these employment, as well as the transition skills are needed to increase the basic chance of obtaining employment once the inmate is released to community.

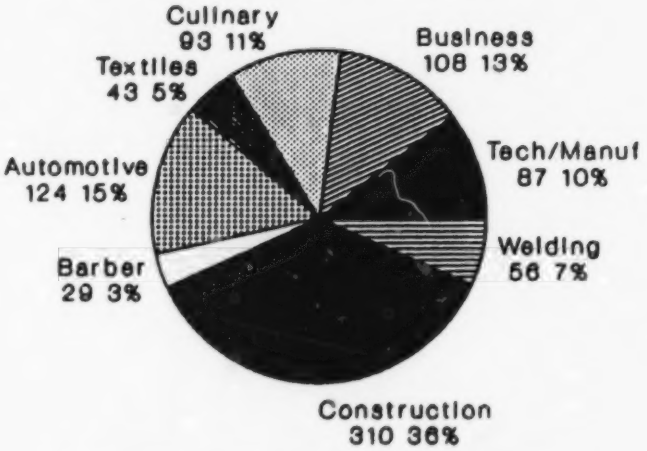
Finally, the concept of integrating the total academic, vocational, and work experiences while incarcerated into as meaningful a continuum should be the highest priority of the Bureau of Education and Training. The Training, Industry and Education (T.I.E.) conept as presented by the Ohio Plan by the Department of Rehabilitation and Correction needs to be fulfilled. An on-going process of honing and developing linkages within the correctional system among academic and vocational education and related job assignments within the incarceration experience would give greater meaning to the inmates' prison time and enhance the chances of success after release. The development of an academic and vocational transcript with an associated job portfolio will assist the ex-offender in the transition from the institution to the community and, hopefully, to become a tax payer rather than a tax burden.

APPENDIX A

Ohio Central School District
Educational Program Enrollment
Total Enrollment = 5431 students



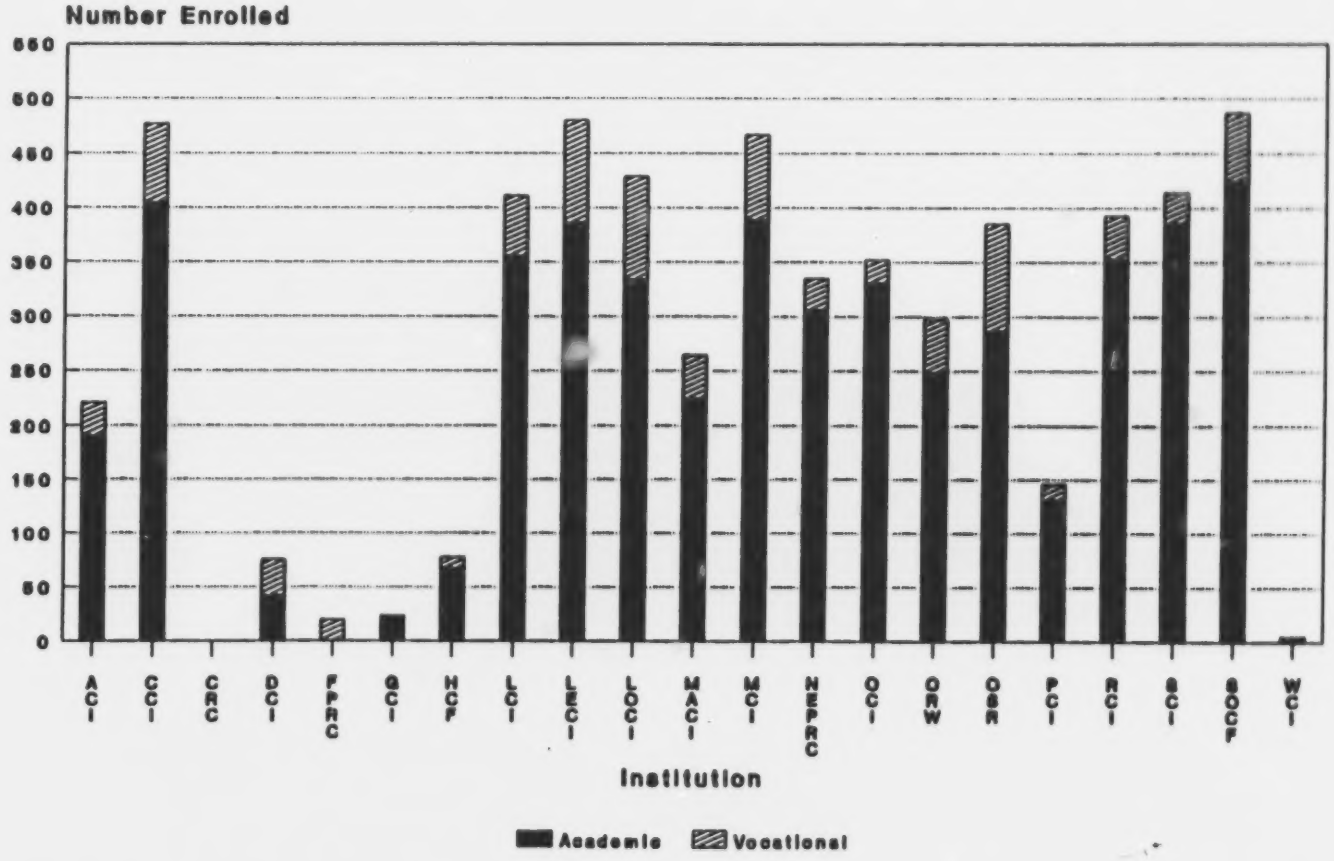
Academic Programs
(4581 students)



Vocational Programs
(850 students)

Source: DR&C Education Bureau 4/89

POPULATION STUDENT AREA BREAKDOWN BY INSTITUTION



Source: Training, Industry & Education
Date: April 14, 1989

Ohio Department of Rehabilitation and Correction
Ohio Central School District
Educational Certificates Awarded
July 1, 1987 - June 30, 1988

	ACI	CCI	DCI	HCP	LECI	LCI	LOCI	MACI	MCI	OCI	ORW	OSR	FCI	RCI	SOCF	SCI	Total
High School Equivalency (GED)	29	55	69	14	51	47	56	77	85	84	38	102	41	33	60	148	1092
ABE Certificates	6	12	11	20	127	38	40	57	60	56	52	52	2	14	27	0	574
High School Diploma	0	0	0	0	24	0	0	0	0	0	0	15	0	0	6	0	39
Vocational	0	62	4	5	89	32	56	0	87	1	61	122	0	0	24	36	579
College: Tech. 1 yr.	0	15	0	0	0	0	12	0	0	0	14	0	0	0	0	0	41
AA 2 yrs.	0	1	0	3	36	40	46	0	6	5	23	34	0	1	38	0	233
BS 4 yrs.	0	0	0	0	10	2	0	0	0	0	0	1	0	2	0	0	15
Apprenticeships	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	4
Total	35	145	84	42	340	163	250	134	238	146	298	326	43	50	148	184	2577

BEST COPY AVAILABLE

Ohio Dept. of Rehabilitation & Correction
Ohio Central School District

Cummulative Enrollment
By Institution
July 1, 1987 - June 30, 1988

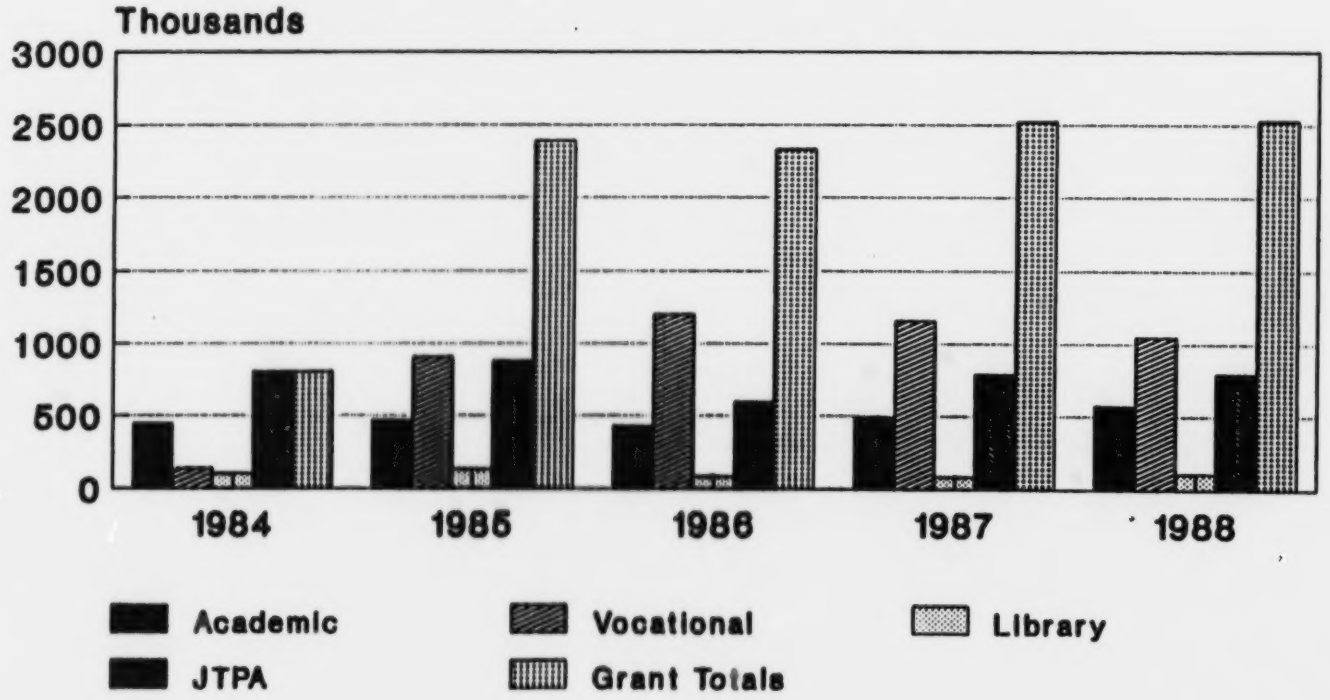
Institution	ABE FT	High School FT	Special Programs	Vocational Ed.	College In-House	College Corr.	College Tech.	Total
ACI	288	0	0	8	87	17	0	400
CCI	371	0	0	144	570	146	225	1456
DCI	429	0	0	21	203	0	0	653
HCF	173	0	0	46	186	21	0	426
LeCI	509	172	172	256	425	0	0	1534
LCI	593	0	25	225	810	27	0	1680
MACI	370	0	0	52	40	18	0	480
MCI	423	0	0	160	32	38	132	785
LoCI	496	0	0	135	328	99	89	1147
OCI	477	0	0	56	353	25	0	911
ORW	601	0	44	168	172	38	35	1058
OSR	395	165	76	239	343	0	0	1218
PCI	186	0	0	0	182	121	0	489
RCI	777	0	0	40	508	56	42	1423
SOCF	513	0	0	86	380	41	0	1020
SCI	547	0	316	183	520	111	132	1809
Totals	7148	337	633	1819	5139	758	655	16489

Ohio Department of Rehabilitation and Correction
Ohio Central School District
Average Quarterly Enrollment
July 1, 1987 - June 30, 1988

Institution	ABE	High School	Special Programs	Vocational	College In-House	College Tech.	College Corr.	Total
ACI	76	0		6.5	69	0	0	151.5
CCI	148.5	0		59.75	105.25	53.5	27.25	394.25
DCI	111.75	0		7.5	76	0	0	195.25
HCF	50	0		11.5	0	48	4.75	114.25
LECI	210.25	79.75	24.5	96.75	297.75	0	0	709
LCI	148.75		6	72	202.5	0	6.75	436
LOCI	195.5	0		53	190.5	40.5	76.5	556
MACI	107.75	0		15	22.25	0	6.75	151.75
MCI	187	0		104.5	51.5	72.5	49	464.5
OCI	172	0		32	136.6	0	13.6	354.2
ORW	242.75	0	14.5	63.75	95.75	34.5	25.75	479
OSR	162.5	69.25	17.75	111.25	170.75	0	0	531.5
PCI	66.3	0	0	0	27.3	0	0	93.6
RCI	193	0	0	17.5	134.5	10.5	17	372.5
SOCI	170	0	0	37.5	219.25	0	20.25	447
SCI	120	0	79	45.75	130	33	27.75	435.5
TOTALS	2362.05	149	141.75	736.25	1928.9	292.5	275.35	5885.8

APPENDIX B

Dept. of Rehabilitation & Correction
Ohio Central School District
Educational Funding - Grants



Source: Bureau of Education

REFERENCES

Bell, R.; Conard, E.; Laffey, T.; Lutz, J. G.; Miller, P. V.; Simon, C.; Stakelon, A.; and Wilson, N. J. Correctional Education Programs for Inmates: National Evaluation Program Phase I Report. Bethlehem, PA: School of Education, Lehigh University, 1979. (ERIC Document Reproduction Service No. ED 175 982).

Norton, Lee; Kiplinger, Janet; Littlefield, John F., Improving Vocational Education Opportunities for Female Offenders, Columbus, Ohio: The National Center for Research in Vocational Education, 1987.

U. S. Department of Commerce, Bureau of the Census, 1980 Census of the Population - General Population Characteristics, Volume 1. Washington, D. C.: United States Government Printing Office, 1983.

U.S. Department of Justice., Prisoners in State and Federal Institutions on December 31, 1983. Washington, D.C.: United States Government Printing Office, June, 1986.

U.S. Department of Justice., Correctional Populations in the United States, 1986. Washington, D.C.: United States Government Printing Office, February, 1989.